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ABSTRACT

This text on multisensory structured language education (MSLE) provides the foundation for MSLE and offers components of instruction and effective teaching strategies that teachers can put into practice for students with dyslexia and others struggling to learn to read, write, and spell. Chapters include: (1) "Multisensory Instruction" (Louisa C. Moats and Mary L. Farrell); (2) "Development of Oral Language and Its Relationship to Literacy" (Lydia H. Soifer); (3) "Phonological Awareness and Reading: Research, Activities, and Instructional Materials" (Joanna K. Uhry); (4) "Alphabet Knowledge: Letter Recognition, Naming, and Sequencing" (Kay A. Allen with Marilyn C. Beckwith); (5) "A Short History of the English Language" (Marcia K. Henry); (6) "Teaching Reading: Accurate Decoding and Fluency" (Suzanne Carreker); (7) "Teaching Comprehension from a Multisensory Perspective" (Margaret Taylor Smith); (8) "Teaching Spelling" (Suzanne Carreker); (9) "Teaching Handwriting" (Lynn Stemple-Mathey and Beverly J. Wolf); (10) "Composition: Expressive Language and Writing" (Judith C. Hochman); (11) "Multisensory Mathematics Instruction" (Margaret B. Stern); (12) "Applying Multisensory Techniques to Interdisciplinary Studies" (Cecily Selling and Dorothy Flanagan); (13) "Organization and Study Skills" (Claire Nissenbaum); (14) "Assessment of Progress" (Margaret Jo Shepherd); (15) "Transition to the General Classroom and Content Areas" (Shary Maskel); (16) "Reading and Writing Instruction in Adult Basic Education" (Joan R. Knight); (17) "Working with the High-Functioning Dyslexic" (Susan H. Blumenthal); and (18) "Parenting the Child with Dyslexia" (Betty S. Levinson). (Chapters include references.) Field-tested instructional materials and activities are included. (CR)

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